**Ms. Manns Unit Plan:** *The Boy in the Striped Pajamas*

**Unit Plan Essential Questions:**

1. Are some people’s lives more important than others?
2. What does equality mean to you?
3. Is there ever a justifiable moments for thinking one group is better than another?
4. In what ways do you ensure people are treated equally?
5. Has there ever been a time when you felt that people treated you differently?

**English/Language Arts**: Grade 8

**Designed by:** Destinee Manns

CI 454E

Fall 2014

1. **Unit Plan Rationale:**

Finding a universal teaching method or strategy that is beneficial for all types of students from gifted, minorities, learning disabled, or those who just learn best in a slightly different way than others, has been an issue throughout the expansion of public schooling and still is to this day. From my experience in the public school system, both, as student and as co-teacher I have had the opportunity to experience what I would differentiate and call “effective teaching” and “ineffective teaching.” I have found that the best way to ensure that active learning is occurring for *all* students within a classroom is to provide them with consistency and a well-managed environment from the very beginning. As educators we must strive for the best possible learning experience for our students and ourselves. As an English teacher, I believe that one of the many obstacles I may be faced with is trying to evaluate my students in a way that improves their writing (or overall participation in class) without hindering their confidence. Based on my personal experience as a student and co-teacher consistently giving students encouragement, making content meaningful (relatable), and creating meaningful relationships with and amongst students are all conducive to learning. They also increase students’ interests and encourage them to be successful inside and out of the classroom. In my unit plan, I plan to incorporate all of these attributes and a variety of material that caters to the numerous learning styles of students to provide the best possible learning experience for all of my students.

The unit I plan to teach will take place during a fifteen week course where blocked scheduling will be implemented for each class meeting time. Students will learn, refine, and utilize new concepts that will help them in their writing, social, and personal areas. My initial goal for students is that they gain an insight to differing opinions; and learn how to voice their own opinions or concerns in an effective way, that encourages people to genuinely take the time to listen to them. Students will also keep a writing journal to complete daily writing tasks such as: answering questions, sharing feelings, and voicing thoughts and opinions. Students will practice their socialization skills by engaging in partner and group discussions to discuss themes and motifs found in the novel and how they can relate to their own lives (whether that is in school or home). Randy Bomer states in *Building adolescent literacy in Today’s English Classrooms*, that “people learn to think by participating in conversations” (Bomer 135). I believe it is important to remember that “literacy” is not just reading and writing, but viewing, speaking and listening as well. If we as teacher remember this, it can and will create more opportunities to provide positive feedback therefor encouraging students to want to do well and ultimately get them excited to participate and learn. Students will wrap-up the unit with an essay and project. The essay will require students to answer one of the provided questions in a way that incorporates their understanding of concepts we have covered in the unit, researching information (secondary sources: textbooks, articles, etc.), and proving their thesis true with sound evidence. There will be three smaller projects that will be combined to equal an overall project score. The belittling bucket, writing a letter, and creating a cover/poster are all things that will further allow students to voice their feelings, create meaningful relationships amongst peers, and encourage them to stand up for what they believe in (or what is right). Throughout this unit I will encourage students to share honestly and respectfully, shed light on subjects and issues that still remain and apply to their lives today, and create moments for students to socialize with their peers, all while enhancing their literacy skills.

The texts I chose for students, both print and non-print were based solely on what would be most beneficial or appropriate for a student in the 8th grade, various learning styles, and that would allow for a variety of interpretations. The non-print texts such as the images of the concentration camps (people included), and map where the novel was taking place are both things I believe are essential for students in this generation (and even for myself) to review/learn, especially when covering a major part of history. The saying, “putting a face to a name” is very much applicable in this case, because of the novels lack of detail for the ghastly conditions (which may be because of the intended age/audience). By presenting theses images students will not only read along the surface of what is going on, but will get a more accurate idea of the living (or lack thereof) conditions many people were forced to undergo. The music and film I plan to share, “La vie en rose” and *The Boy in the Striped Pajamas* (film version) is an attempt to bring the book to life. In the novel, one of Bruno’s favorite people is his grandmother and his memory of her is her listening to the song often. By sharing “La vie en rose” with the class it will encourage them to get in the mindset of both Bruno and his grandmother, and better understand their close relationship. And last of the non-print texts, the film adapted version of the novel, it is a nice way to create comparative assignments that ask students to decide which version portrayed a scene better and justify their opinion.

The print texts I decided to use for this unit consisted of John Boyne’s novel, *The Boy in the Striped Pajamas*, a History and Overview of WWII and the Holocaust, and the article “Nazi hunters seek German probe of WW2 death squad suspects” are all beneficial to students in various ways. The Novel is not only a recommended book to assign for this age group (school/district criteria), but the characters in the story are close in age to my 8th grade students, providing them an opportunity to better relate. It also offers a significant amount of insight to issues that occurred during this period and easily supports interdisciplinary instruction. Although the novel is considered a historical fiction novel, a lot of what transpires throughout the book did occur or easily could have during this time. In Fisher and Frey’s book, *Improving Adolescent Literacy,* it states that “wise teachers remember to activate and build background knowledge with their students knowing that every one of them has lived experiences” (Fisher & Frey 4).The history and overview is significant to start the unit so that students will begin to get an idea of the issues that will take place. If paired when students are covering the same topic in their History/Social Studies course they will not only further expand their knowledge on the subject but be given the opportunity to put their synthesis and analyzing skills to practice in their writing.

While relating content to all students is a goal for many teachers, it is also important to remember that the content must first be suitable for being received or accepted by all; meaning, not to forget that there are a variety of learners in one classroom. According to IDEA's principle of a least restrictive environment, inclusion is the act of children with disabilities (mild to moderate), being educated with children who are not disabled. All students will receive fair and appropriate treatment; and the removal or separation of disabled children will only occur in cases when the severity of a child’s disability interferes with and their opportunity succeed at a satisfactory level. Inclusion is an excellent approach to teach learners with learning disabilities, or other diversities such as, ethnicity, race, gender, religion, and sexual orientation because it can build confidence, social interactions and an overall feeling of acceptance within students . If students have more confidence within a classroom, they are going to be more likely to volunteer and willing to participate in front of others. This active participation is especially important during this unit because of the many tasks and activities students will be scored on. By practicing inclusion within a classroom, all students will get a sense of belonging, no matter how different they may be. TBITSP unit includes several opportunities where every person can contribute their own knowledge on a subject specifically if one of the topics or questions asks students to relate to their personal lives.

Another effective approach I plan to integrate for meaningful learning is the application of universal design. Universal design can be found almost anywhere. There are parking lots with ramps, automatic doors at grocery stores for people who are limited to a wheelchair, but many of us have not noticed the lowered desk in the check-out line because we simply do not see things from a wheelchairs point of view or we do not think about it because it does not affect us directly. If we as teachers had the same mindset as the everyday oblivious shopper, students who needed modifications in the classroom in order to succeed would be set up for failure every time they arrived in the classroom. Peter Smagorinsky states in his book, *Teaching English by Design: How to Create and Carry Out Instructional Units*, that teachers should “plan classes so that students can work productively toward unit goals” (Smagorinsky 157). Some examples for UDL and modifying how curriculum is presented and assignments are completed during this unit is offering materials on paper, electronically, and with digital talking formats (movie and music). This way all students will have better chance at understanding the material/assignment or conveying their thoughts in a way that is most effective for them. By using universal design in a classroom, students with again gain a confidence in their schoolwork. They will also gain a feeling of reassurance to know that whatever is on the agenda for each day in the unit will be suitable for them.

Successful teachers create organized classrooms which promote meaningful learning. During my future unit I plan to supply my students with an abundance of support and encouragement to boost their confidence to learn that my class room is a safe place. I also plan to make or modify content to be as relatable and convenient as possible for students to ensure that when they are completing the readings or each task that goes along with the novel, they will gain a great deal of knowledge and understanding about the novel, their peers, and themselves.. And most importantly, during this unit I will strive to keep a great rapport with my students. For some students, English may not be their best or favorite subject, but by sharing a close bond with them, and helping them find connections from the novel and the world they live in today they will gain so much more.

1. **Backwards Design Template:**

**Name:** Destinee Manns

**Grade Level/Course:** 8th grade- 9th grade

**Unit Title:** Equality and Justice for all! …Or is it?

**What kind of unit plan will this be? -**Theme/Period

**Focus:** Equality and WWII

**Unit Rationale:** Psychology/Human Development and Cultural Significance.

* **Justification:** Equality and the value of others are two things that I want my students to learn about or become more familiar with while at the same time becoming more aware of their own self-importance and reflecting on the ways they treat those who differ from themselves.

**Unit Texts (print and non-print):**

* **Novel(s):** *“The Boy in the Striped Pajamas”* by John Boyne and *“Night”* by Eliezer Wiesel
* **Short Story/Vignette:**
* **Poems:**
* **Videos/Film:** The Boy in the Striped Pajamas Film- Book vs. Movie
* **Essays/Informational Texts, Articles:** *“Nazi hunters seek German probe of WW2 death squad suspects”* by Madeline Chambers (<http://www.reuters.com/article/2014/10/01/us-germany-nazis-idUSKCN0HQ4CQ20141001>)
* Students will respond to article stating if they think that guards & those involved should still be held accountable.
* **Artwork:**
  + *WWII Interactive Map*(<http://www.worldology.com/Europe/world_war_2_imap.htm>),
  + *Holocaust Gallery* (<http://fcit.usf.edu/holocaust/resource/gallery/gallery.htm>)
* **Other*:*** *Music*- “La Vie en Rose”- Daniela Andrade

*Online Web pages-* Weebly for novels

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| --- | --- |
| **Stage 1 – Desired Results** | |
| **Established Goals (NCTE/IRA Standards):**   1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. | |
| **Established Goals (Kansas College and Career Ready Standards):**   * 12- Read both independently and collaboratively- print, non-print, and multi-modal works proficiently and critically to be media literate. * RL.8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | |
| **Essential Questions:**   * Are some people’s lives more important than others? * What does equality mean to you? * Is there ever a time that is justifiable for thinking one group is better than another? * Has there ever been a time when you felt that people treated you differently? * How far will people go for freedom and equality? * Is it important to study equality struggles of the past? *Why or why not?* * Are these issues still present today? * In what ways do you ensure people are treated equally? | |
| ***Students will know. . .***   * The meaning of equality. * How to identify literary devices*.* * How to give reasons or cite text in support of opinions expression in writing or discussion*.* * Define suggested vocabulary and use correctly in sentence or discussion*.* | ***Students will be able to. . .***   * Identify allusion in texts. * Actively engage in class discussion- group or whole class. * Complete various writing activities. * Respectfully share opinions or viewpoints. * Listen carefully to peers without interrupting. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**  **Are the students:**  -actively engaged in class discussions.  -demonstrating enthusiasm while reading the text?  -respecting their peers opinions and viewpoints?  -completing daily bell-work/writing in journals.  -starting to approach questions more open-mindedly. | **Other Evidence:**  **-Timed Write:**  At the end of the unit student will be provided an essay prompt two (2) class periods before the test date. They will use this time before hand to research outside sources and ask questions.  On day of writing test, student will only be allowed to use an index card with the quote they intended on using. They will have entire class period to complete timed write.  \*Vocab they have used/learned should also be incorporated. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**  **For Both Novels:**   * KWL- Holocaust/WWII * Read Aloud, of provided history of WWII. * Shared reading, before each novel (novel setting).   **TBITSP:**   * Daily Bell-work/Journal Entry * Independent reading * Writing activity 🡪 to Bruno’s grandmother. * Movie comparison- Which scene was portrayed better? Book or film?   **Night:**   * Most precious possessions. Make a list of the items you would bring to the “ghetto”? Remember you must be able to carry it and the space is limited. * Write a letter to Adolph Hitler denouncing the injustice that has been done to you. Make a case to try and show why it is unfair. | |

1. **Writing Assignment:**

Essay: Making Connections with the World Around You

For this assignment you will choose one of the three essay topics provided and compose a paper that illustrates your ability think critically and analytically about the topic of your choosing. This paper will be evaluated on clear argument structure, citations from text, and other sources that demonstrate your understanding of the material, proper grammar, spelling, punctuation, capitalization, and formatting. Make your arguments strong, relatable, and ABSOLUTELY NO PLAGIARISM! – This will result in an immediate 'F' for the assignment and call home to parents.

**The purpose of this paper is to:**

* Practice making an argument and further support it by finding and citing textual evidence from the novels we have read in class and/or outside sources.
* Self-reflect on our individual contributions to the world. Are we treating each other fairly, being the best persons we can be, or standing by as quiet offender?
* Practice understanding differences of opinion or alternate perspectives.
* Increase comprehension.
* Practice synthesis and analysis.

**Essay Guidelines**:

* Due at the start of class (on assigned date)
* Paper MUST be 3-5 typed pages. Including Works Cited page.
* At least four (4) citations
* Catchy Title included (centered & bolded).
* Top left Includes- Name, date, assignment, and Instructor.
* Header- Top right with last name and page number.
* Double Spaced
* Use 12-point, Times New Roman, Black font.
* Margins- Top & Bottom: 1 inch. Left & Right: 1.25 inch

**Tips for starting your paper:**

* Review your notes and your daily journal entries.
* Out of the three essay topics provided, which one do you feel you can relate to most?
* Brainstorm possible arguments or stances you will take.
* Research outside sources that will help you argue your thesis.
  + These sources can be found on the internet or in school library.

**Workshop/conference expectations:**

During all conferences, peer-reviews, and workshops you will be expected to thoughtfully and courteously respond and give feedback to your peers. You will also need to think of possible areas your partner could improve in and how and respectfully relay this information. And also tell your partner what areas and elements of their paper you enjoyed.

**Timeline for Paper:**

**Day 1:** Introduce assignment (topics) and Brainstorming.

**Day 2:** Research textual evidence

**Day 3:** Research outside sources

**Day 4:** Practice in-text Citations (Quote Sandwich workshop)

**Day 5:** Continue practicing Citations

**Day 6:** Write Introduction Paragraph in class

**Day 7:** Start on body paragraphs – The remaining body paragraphs should be completed at home

**Day 8:** Peer Review (Partner #1). Correct grammatical errors, provide suggestions and critiques.

Students who do not complete HW (body paragraphs) will work on it in class, and will be held responsible for finding a peer to review their paper if they want to receive points.

**Day 9:** Complete final paragraph.

**Day 10:** Peer Review (Partner #2). Correct grammatical errors, provide suggestions & critiques.

Students who do not complete HW (body paragraphs) will work on it in class, and will be held responsible for finding a peer to review their paper if they want to receive points.

**Day 11:** *Works Cited Work Shop:* Guide students in correctly completing their works cited page.

\*Homework is to complete rough draft of essay.

**Day 12:** Students turn in rough draft of their essays.

**Day 13 or 14:** Students will receive corrected rough draft copy of their essays. They have one day to make final corrections for the final draft.

**Day 15:** Turn in FINAL copy of essay.

**Essay Topics:**

1.) Throughout each of the stories, *Night* and *The Boy in the Striped Pajamas* the act of discrimination takes place. Explain a time when you or someone you know has been discriminated against or if you have ever discriminated against someone else and what you have learned since reading these books. Be sure to reference examples from the texts that will support your statement.

2.) On October 1, 2014 an article titled *Nazi hunters seek German probe of WW2 death squad suspects* (we read this article in class)was published where Efraim Zuroff argued that anyone who was a part or contributed to the death of some 6million Jewish people should still be held accountable today. In 2011, John Demjanjuk was the first Nazi war criminal to be convicted in Germany for being a guard at a death camp without evidence of a specific crime or victim and died a year later at the age of 91. Zurroff argues that "Anyone we find is a victory. The last thing on earth to feel for these people is sympathy." Write an essay arguing if you believe those involved should still be held accountable or if you believe it was too long ago to convict anyone else. Use examples from the texts, articles, and any other outside sources that will help make your claim.

3.) Imagine you are an American soldier, and just like the Nazi soldiers, you are ordered to complete a task that you are lead to believe is of the benefit of your country. You later find out that the command that has been given to you is completely unethical and many may argue is unforgivable. What do you do? If you go against the command, you commit treason and risk the safety of you and your family; however, if you submit to the request you may be responsible for the tragic loss of numerous others.

**Essay Rubric**

**Participation in drafting and workshops**: \_\_\_\_ / 10 pts. 🡪 2 pts. for each workshop. 2 X 5=10

* Actively engages in all workshops
  + Quote Sandwich (x2) , Peer Review (x2) , Works Cited.
* Respectfully provides and receives constructive criticism

**Submit well-drafted essay:** \_\_\_\_ / 5 pts.

* Clear indication that student has implemented suggested corrections made by peers.
* Submits rough draft on designated due date.

**Final Draft:** \_\_\_\_ / 10 pts.

* Demonstrates clear understanding of the question asked and material covered.
* Creates a strong argument.
* Uses voice to take reader on a journey of understanding
* Writing exhibits writer’s innermost thoughts and feelings.
* Conventions
  + Adheres to desired formatting
  + Very little/minor spelling and grammatical errors.

**Total:**  \_\_\_\_\_ / 25 pts.

**Additional Comments:**

1. **Unit Project:**

**Let’s Get Connecting and Reflecting**

**Purpose:**

After reading and analyzing two Historical Fiction novels (and other short pieces) and getting a better idea of how life was for Nazis and Jews during WWII, it is now time to further correlate the themes found in these novels and issues of this time period to our current time period. This project will allow you to find connections and to illustrate your problem solving or advocating skills to create a better world for you and those around you.

**• Brief assignment description:**

**1.) Creating a Book cover or Poster:**

What is the biggest issue that you believe the world faces today? Wars? Poverty? Discrimination? Lack of freedom? Choose one and create a book cover or poster that illustrates the issue you have chosen. You will then need to provide a brief one to two sentence description of the issue you chose for your poster.

\**We will later anonymously vote for the top two poster/covers to be assigned as the cover and back page of the newsletter.*

There will be a total of **10 points** possible.

Students will be graded by the following: 3 for presentations (performing and listening), 3 for creativity, 2 for peer-edit/suggestions, and 2 for correlation/validity,

-->For example: Students will be counted off if they say the biggest issue the world faces is war, but creates a poster with starving animals.

This can be created on paper or on the computer using applications such as Photoshop, etc.

**Presentations:**

-At least 3:00 minutes to at most 4:00 minutes.

- Speaking is loud and clear.

-Is an excellent audience member: actively listening to presenters.

**2.) Writing a letter:** Two available options for this letter:

1. Using a fictitious name, write a letter to anyone who has ever bullied/discriminated against you for having a different sexual orientation, religious, cultural, or ethnic difference. Explain to them why this hurt you, and why it is not okay to do this.

- Give examples to help explain your reasons.

2. Using a fictitious name, write a letter of apology to someone that you have treated unfairly whether you realized it at the time or not, for being different; whether it was because of their sexual orientation, religious, cultural, or ethnic differences. Genuinely explain your reasons for doing so and how you plan to change this behavior.

Students will be graded on participation and correct letter format (which we will go over) including: Typed, 12 point, Times New Roman font. Total of **10 points.**

**3.) Belittling Bucket:** At the end of each class (as a week-long activity), as a ticket out the door, each student will write about a time they felt belittled. Students will fold each post-it note and hand it to me directly to ensure anonymity. Students' notes will be recorded in grade book and checked so there are no repeats (of individual belittling statement). I will then exchange the class post-its (with cousin classroom) and have each student draw one out of a small bucket. They will then engagingly respond to the post-it to state how it made them feel, if they could relate, or ways to ensure this "belittling" doesn't happen in the future.

Total of **4 points**: 2 points for initial post-it note and 2 points for a response.

**Timeline**: END OF UNIT- (LAST WEEK and A HALF)

**Day 1:**

- Introduce WWII propaganda to students.

- Students will record their feelings and interpretations of images in their journal.

- Class discussion on images.

- Introduce Task #1: *Creating a book cover or poster.*

*-* Allow students to work on cover/poster for the rest of class (until the last 7 minutes).

- Explain what the belittling bucket is and allow them to complete belittle moment #1.

- Task #1 should be worked on at home.

**Day 2:**

-Have students draw a post-it and allow 10-12 minutes to reflect in their journals.

- Share their reflections with a partner.

- Work on Task #1.

- Peer edit-suggestions

- Belittle Bucket Time (#2): Ticket out the door.

- Finishing touches on poster/covers should be applied as homework

**Day 3:**

**-**Draw a post-it from bucket and allow 10 minutes to reflect in journals.

- 3 minute presentations of Covers/Posters (only half of class will present to day. [9-10 students].

--> does their explanation match what they have on their poster? Speaking is audible (loud and clear).

\* Remind students that they will also be graded not only on their performance, but being good audience members as well.

-Belittle Bucket Time (#3): Ticket out the door.

**Day 4:**

-Draw a post-it from bucket and allow 10 minutes to reflect in journals.

- 3 minute presentations of Covers/Posters (Second half of class will present to day. [9-10 students].

--> does their explanation match what they have on their poster? Speaking is audible (loud and clear).

\* Remind students that they will also be graded not only on their performance, but being good audience members as well.

-Belittle Bucket Time (#4): Ticket out the door.

**Day 5:**

**-** Draw Post-it from bucket and allow 10-12 minutes to reflect in journal.

--> Ask any 3 students to share their note and briefly explain what they wrote in their

Journal.

- ***Introduction to letter writing:***

***-*** Give examples/excerpts of elaborate letter writing.

- Explain Assignment #2.

- Brainstorm in class possible topics or points to address in letter.

- Students will select out of the letter choices provided (#1 &#2) and begin drafting/writing.

- Last 5 minutes of class students will complete ***Belittling Bucket*** activity.

- Homework: Students should complete a rough draft copy of their letter.

**Day 6:**

**-** Draw Post-it from bucket and allow 10-12 minutes to reflect in journal.

--> Ask any 3 students to share their note and briefly explain what they wrote in their

Journal.

\*THIS IS THE LAST DAY OF BELITTLING BUCKET--NO NEW POST-IT AT END

- Students will Peer edit one another’s letters in partners.

- I will also look over each letter.

- I will edit to meet final edition standards and print copies of covers and letters.

**Day 7:**

- Studentswill help bind book pages together to make a class booklet/journal.

- Booklets will be distributed to cousin-classes and home with parents.

**Project Rubric/Guidelines**

***Creating a Book Cover/Poster:* \_\_\_\_/ 10 pts.**

* Correlation & Validity: (2pts.)
  + Poster reflects students’ 1-2 sentence description of the issue they have chosen.
* Creativity: (3 pts.)
  + Student uses an elaborate design to convey message on poster.
    - Magazine clippings, paint, markers, stickers, symbols, Photoshop, etc.
* Peer Edit & Suggestions: (2 pts.)
  + Engages in meaningful conversations with partner discussing their topic.
  + Provides meaningful feedback to their partner.
  + Listens to feedback provided.
* Presentations: (3 pts.)
* Presentation is between 3 and 4 minutes.
* Speaking is loud and clear.
* Acts as an excellent audience member: actively listens to presenters.

***Writing a Letter:* \_\_\_\_/ 10 pts.**

* Composition of letter: (6 pts.)
  + Student creates a meaningful and thoughtful response to the question provided.
  + Follows formatting rules. (Which we have went over in class).
* Peer review: (2 pts.)
  + Thoughtfully provides partner with suggestions or corrections.
  + Takes suggestions/corrections received into consideration.
* Binding and submitting final copy: (2 pts.)
  + Submits final rough draft copy on time.
  + Participates in the binding of newsletters.

***Belittling Bucket:* \_\_\_\_ / 16 pts. (4 x 4 = 16)**

* Initial thoughts: (2 pts.)
  + Students will utilize most or all of time allotted to write about a time when they felt belittled. With NO repeats.
* Response: (2 pts.)
  + Thoughtfully respond to the post-it to state how it made you feel, if you could relate, or ideas/ways to ensure this "belittling" doesn't happen in the future

**Total: \_\_\_\_\_ / 36 pts.**

**Additional Comments:**

**Let’s Get Connecting and Reflecting**

**Purpose:**

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\**We will later anonymously vote for the top two poster/covers to be assigned as the cover and back page of the newsletter.*

There will be a total of **10 points** possible.

Students will be graded by the following: 3 for presentations (performing and listening), 3 for creativity, 2 for peer-edit/suggestions, and 2 for correlation/validity,

-->For example: Students will be counted off if they say the biggest issue the world faces is war, but creates a poster with starving animals.

This can be created on paper or on the computer using applications such as Photoshop, etc.

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- Give examples to help explain your reasons.

2. Using a fictitious name, write a letter of apology to someone that you have treated unfairly whether you realized it at the time or not, for being different; whether it was because of their sexual orientation, religious, cultural, or ethnic differences. Genuinely explain your reasons for doing so and how you plan to change this behavior.

Students will be graded on participation and correct letter format (which we will go over) including: Typed, 12 point, Times New Roman font. Total of **10 points.**

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- Explain what the belittling bucket is and allow them to complete belittle moment #1.

- Task #1 should be worked on at home.

**Day 2:**

-Have students draw a post-it and allow 10-12 minutes to reflect in their journals.

- Share their reflections with a partner.

- Work on Task #1.

- Peer edit-suggestions

- Belittle Bucket Time (#2): Ticket out the door.

- Finishing touches on poster/covers should be applied as homework

**Day 3:**

**-**Draw a post-it from bucket and allow 10 minutes to reflect in journals.

- 3 minute presentations of Covers/Posters (only half of class will present to day. [9-10 students].

--> does their explanation match what they have on their poster? Speaking is audible (loud and clear).

\* Remind students that they will also be graded not only on their performance, but being good audience members as well.

-Belittle Bucket Time (#3): Ticket out the door.

**Day 4:**

-Draw a post-it from bucket and allow 10 minutes to reflect in journals.

- 3 minute presentations of Covers/Posters (Second half of class will present to day. [9-10 students].

--> does their explanation match what they have on their poster? Speaking is audible (loud and clear).

\* Remind students that they will also be graded not only on their performance, but being good audience members as well.

-Belittle Bucket Time (#4): Ticket out the door.

**Day 5:**

**-** Draw Post-it from bucket and allow 10-12 minutes to reflect in journal.

--> Ask any 3 students to share their note and briefly explain what they wrote in their

journals.

- ***Introduction to letter writing:***

***-*** Give examples/excerpts of elaborate letter writing.

- Explain Assignment #2.

- Brainstorm in class possible topics or points to address in letter.

- Students will select out of the letter choices provided (#1 &#2) and begin drafting/writing.

- Last 5 minutes of class students will complete ***Belittling Bucket*** activity.

- Homework: Students should complete a rough draft copy of their letter.

**Day 6:**

**-** Draw Post-it from bucket and allow 10-12 minutes to reflect in journal.

--> Ask any 3 students to share their note and briefly explain what they wrote in their

journals.

\*THIS IS THE LAST DAY OF BELITTLING BUCKET--NO NEW POST-IT AT END

- Students will Peer edit one another’s letters in partners.

- I will also look over each letter.

- I will edit to meet final edition standards and print copies of covers and letters.

**Day 7:**

- Studentswill help bind book pages together to make a class booklet/journal.

- Booklets will be distributed to cousin-classes and home with parents.

**Project Rubric/Guidelines**

***Creating a Book Cover/Poster:* \_\_\_\_/ 10 pts.**

* Correlation & Validity: (2pts.)
  + Poster reflects students’ 1-2 sentence description of the issue they have chosen.
* Creativity: (3 pts.)
  + Student uses an elaborate design to convey message on poster.
    - Magazine clippings, paint, markers, stickers, symbols, Photoshop, etc.
* Peer Edit & Suggestions: (2 pts.)
  + Engages in meaningful conversations with partner discussing their topic.
  + Provides meaningful feedback to their partner.
  + Listens to feedback provided.
* Presentations: (3 pts.)
* Presentation is between 3 and 4 minutes.
* Speaking is loud and clear.
* Acts as an excellent audience member: actively listens to presenters.

***Writing a Letter:* \_\_\_\_/ 10 pts.**

* Composition of letter: (6 pts.)
  + Student creates a meaningful and thoughtful response to the question provided.
  + Follows formatting rules. (Which we have went over in class).
* Peer review: (2 pts.)
  + Thoughtfully provides partner with suggestions or corrections.
  + Takes suggestions/corrections received into consideration.
* Binding and submitting final copy: (2 pts.)
  + Submits final rough draft copy on time.
  + Participates in the binding of newsletters.

***Belittling Bucket:* \_\_\_\_ / 16 pts. (4 x 4 = 16)**

* Initial thoughts: (2 pts.)
  + Students will utilize most or all of time allotted to write about a time when they felt belittled. With NO repeats.
* Response: (2 pts.)
  + Thoughtfully respond to the post-it to state how it made you feel, if you could relate, or ideas/ways to ensure this "belittling" doesn't happen in the future

**Total: \_\_\_\_\_ / 36 pts.**

**Additional Comments:**

1. **Resources**

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